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CHAPTER I

INTRODUCTION

A. Background

Listening is one of the language skills that should be mastered in language learning. Language skills are often categorized as receptive or productive. Speaking and writing are the productive skills. Listening, along with reading, is a receptive skill. According to Nunan (2003:24), listening is an active, purposeful process of making sense of what people hear. As people listen, they process not only what they hear but also connect it to other information they already know. Since listeners combine what they hear with their own ideas and experiences, in a very real sense they are “creating the meaning” in their own minds. The process of listening involves understanding a speakers’ accent or pronunciation, the speakers’ grammar and vocabulary, and comprehension of meaning. In listening, a listener should be capable of doing these things simultaneously.

Learning to listen to the target language improves language ability. The sound, rhythm, intonation, and stress of the language can only be perfectly adapted through listening. To understand the nuances in a particular language, one must be able to listen. As we get to understand spoken language by listening, it is easier to improve the other skills and gain confidence.

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In the process of learning English in school based curriculum, there are some competences for listening skill. The competence of listening for the eleventh grade students of senior high school are understanding the meaning of formal and sustained transactional and interpersonal conversations in the daily life context, and understanding the meaning of short functional text and monologue in the form of narrative, spoof and hortatory exposition in the daily life context.

In Senior High School 5 Pekanbaru, teaching learning process uses school based curriculum. The passing grade for listening in this school is 75. The researcher did an interview with the English teacher in this school named Wiwik Rahayu, S.Pd on October 2016. According to her, she taught listening by reading aloud and also using recorded material as sources material to be learned by students. She gave materials using recommended English learning book.

In fact, some of students still had problems and difficulties in listening. They asked their friends when teacher gave listening assignment. Also, some of students could not pass the passing grade of listening. In short, the students' difficulties in listening could be seen from the following symptoms:

1. Some of the students were frequently wrong in answering the listening questions.
2. Some of the students did not comprehend the message of the speaker in listening task.

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3. Some of the students were not confident with their abilities in listening.
4. Some of the students were difficult to conclude the information and ideas from the listening task.

These phenomena happen because of a lot of factors. It can be cognitive and affective factors. According to Vandergrift and Goh (2012:71), one of the affective factors is self-efficacy. Self-efficacy is people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. (Bandura in Cubukcu, 2008:149).

Self-efficacy is also defined as learners' beliefs about their abilities to accomplish a task (Bernhardt in Rahimi and Abedini, 2009:16). For Pajares in Rahimi and Abedini (2009:16), it is the students' judgments of their academic competence. Self-efficacy is strong predictor of academic achievements. It plays powerful role in determining the choices people make, the effort they will persevere in the face of challenge, and the degree of anxiety or confidence they will bring to the task at hand (Bandura in Rahimi and Abedini, 2009:16).

Self efficacy has an important role in listening. According to Graham in Rahimi and Abedi (2014:1455), effective listening depends on learners' self-efficacy for listening, on their confidence in their ability to make sense of the input to which they are exposed. It is important to understand the relationship between students' self-efficacy and their

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listening ability, so teachers may understand their students better and can provide more suitable and specific helps for their students.

Based on the symptoms explained by the researcher above, the researcher was interested in conducting a research entitled: **“The Correlation between Self-Efficacy and Listening Ability of the Eleventh Grade Students at Senior High School 5 Pekanbaru”**

B. The Reason of Choosing the Title

The reason why the researcher was interested in carrying out a research on the topic above was based on several considerations:

1. The title of this research was very important to be investigated because the problems were related to teaching and learning listening as EFL class.
2. The topic was relevant to the status of researcher as one of the students of English Education Department.
3. As far as the researcher was concerned, this research had never been investigated yet.

C. The Problems

1. Identification of the Problems

Based on the symptoms that were explained by the researcher above, the problems in this research had been identified as following questions:

- a. What were the factors that made some of the students wrong in answering the listening questions?

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- b. What were the causes of some of the students' difficulty to comprehend the message of the speaker in listening task?
- c. What were the factors that made some of students not confident with their abilities in listening?
- d. What were the causes of some of the students' difficulty to conclude information and ideas from the listening task?

2. Limitation of the Problems

Because of some of the consideration of fund, capabilities and limited time, this research was limited to the correlation between self-efficacy and listening ability.

3. Formulation of the Problems

The problems are formulated into following research question as follow:

- a. How is self-efficacy of the Eleventh Grade students at Senior High School 5 Pekanbaru?
- b. How is listening ability of the Eleventh Grade students at Senior High School 5 Pekanbaru?
- c. Is there any significant correlation between self-efficacy and listening ability of the Eleventh Grade students at Senior High School 5 Pekanbaru?

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D. Objectives and Significance of the Research

1. Objectives of the Research

The researcher carried out this research for several objectives as stated bellow:

- a. To find out how self-efficacy of the Eleventh Grade students at Senior High School 5 Pekanbaru is.
- b. To find out how listening ability of the Eleventh Grade students at Senior High School 5 Pekanbaru is.
- c. To find out the significant correlation between self-efficacy and listening ability of the Eleventh Grade students at Senior High School 5 Pekanbaru.

2. Significance of the Research

Hopefully, this research is expected to be :

- a. Very meaningful, especially for the researcher as a novice researcher in term of learning to conduct a research.
- b. Valuable inputs for both students and teacher of English of Eleventh Grade students at Senior High School 5 Pekanbaru as a consideration for the following teaching points.
- c. Contributory in increasing self-efficacy in listening class.

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E. Definition of the Term

1. Self- efficacy

Self – efficacy is people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances (Bandura in Cubukcu, 2008:149). In this research, self-efficacy is one of affective factors that influences listening ability of the eleventh grade students at Senior High School 5 Pekanbaru.

2. Listening

Listening is an active, purposeful process of making sense of what we hear. (Nunan, 2003 : 24). Listening is a receptive skill. That is, it requires a person to receive and understand incoming information (input).

3. Listening ability

Listening ability is consistencies in listening performance across a variety of settings and tasks. (Buck, 2002:102). Listening ability consists of language competence and strategic competence.